

THE USE OF OBSERVE AND REMEMBER GAME IN TEACHING VOCABULARY TO THE SEVENTH GRADE STUDENTS OF SMPN 1 PALOPO



IAIN PALOPO

A THESIS

*Submitted to the English Language Studies Program of S1 Tarbiyah and Teacher Training
Faculty of Institute for Islamic Studies of Palopo in Partial Fulfillment of requirement for
S.Pd Degree in English Education*

Composed By :

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**ENGLISH STUDY PROGRAM
TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC INTITUTE OF PALOPO
2019**

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**ENGLISH STUDY PROGRAM
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2019**

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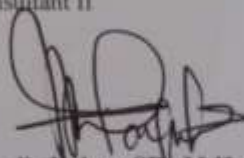
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ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

الحمد لله رب العالمين والصلاة والسلام على أشرف الأنبياء والمرسلين وعلى
آله وصحبه أجمعين أما بعد

All praises be Allah SWT lord of the universe. The almighty God for His blessing, guidance, love who has bestowed upon the writer in completing this thesis. Peace and blessing be upon the prophet Muhammad SAW and his companions and his followers.

This thesis is presented to English Education Program of Tarbiyah and teacher training faculty state institute for Islamic Studies Palopo as a partial fulfillment of the requirements for degree of S.Pd (Strata I), entitled "the use observe and remember game in teaching students' vocabulary at the seventh grade of SMPN 1 Palopo"

The researcher realizes that this thesis cannot be accomplished without help, guidance, and motivation from others. Therefore, in this chance the writer would like to express her respecting and her thanks to:

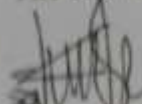
1. Dr. Abdul Pirol, M.Ag as the Rector of IAIN Palopo.
2. Dr. Taqwa, S.Ag., M.Pd.I as the head of Tarbiyah Department at IAIN Palopo.
3. Amalia Yahya, SE, M.Hum the head of English Study Program IAIN Palopo.
4. Wisran, S.S., M.Pd as the first consultant and Amalia Yahya, SE, M, Hum as the second consultant who have given guidance, explanation, correction, suggestions, and some ideas until the researcher can finish this research.

5. Wahibah, S.Ag., M.Hum and Akbar, S.Pd.L, M.Ed as the first and the second examiner who have given correction, suggestion and some ideas until the researcher finished this thesis.
6. All the lecturers of IAIN Palopo thanks for guidance, attention, knowledge and motivation in learning English Language. And also for all the staffs that have helped the researcher in processing of graduation paper administration.
7. Special thanks to my beloved parents (Ramli and Ecce) and the beloved sisters and brothers (Abd. Rajab, Rosmawati, Muh. Idil, Rahmawati, and Zahwa Nurasyifa) who always given support, motivation and strength to finish the thesis, for their loving, strength in pray, and sacrifices when the researcher was studying at IAIN Palopo.
8. Thanks to my best friends (Siti Hardiah Nengsi, Yulianti Wulan, Zakina Sumardy, Susanti, Tadzkiratul Husna, St. Aisyah, St. Hartina, Weli, Uswatun Hasanah, Ulfa Rahman, Tridevi and Akbar Khaeril Alamsyah) as the inspirations and motivators for the researcher.
9. All of my friends English Study Program Tarbiyah "BIG.D", thanks for nice friendship, contribution and suggestions.
10. Thanks a million for big family of SMPN 1 Palopo, Suwarnita Sago Gani, SE, MM as head masters and special thanks to English teacher (Aliah Lolobulan., S,S) who is give me opportunity to do research in her class until finish and students grade VII.C that had been participate and join to this research as the respondent so that the research can be run well all who have given their help for the researcher.

Finally, the researcher prays to God, may Allah SWT gives reward to all people who have helped the writer. The writer hopes this thesis can be useful and give contribution for the readers, religion, nation, and state.

Palopo, 13th October 2018

The Reasearcher



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ABSTARCT

Sulviayana Ramli, 2019, “The Use Observe and Remember Game in Teaching Students’ Vocabulary to

the Seventh Grade of SMPN 1 Palopo”. A thesis of English Education Study Program Tarbiyah and Teachers Training Faculty, State Islamic Institute of Palopo, Advise by Wisran, S,S.,M.Pd and Amalia Yahya, SE.,M.Hum.

Keywords: Vocabulary, Observe and Remember Game, Purposive Sampling.

This thesis focuses on the students improvement in vocabulary learning by using observe and remember game at the seventh grade of SMPN 1 Palopo. The problem of the statement of this research: “does the use of observe and remember game improve students’ vocabulary? The objective of the research was to find out whether or not observe and remember game effective in teaching students’ of vocabulary at the seventh grade of SMPN 1 Palopo.

In this research, the researcher used pre-experimental method. The population of this research was the seventh grade of SMPN 1 Palopo. The sample was one class VII.C consisted of 20 students. The sampling technique in this research used purposive sampling. In collecting the data, the researcher used instrument in form vocabulary test consisted of multiple choice and fill in the blank questions in pre-test and post-test. The researcher collected the data through giving pre-test, treatment, and post-test. The researcher analyzed the data using SPSS to compute independent sample t-test.

Based on the data analysis computed by using SPSS showed that the mean score of post-test (82,5500) was higher than the mean score of pre-test (45,1500) and obtained that Sig. = 0,00 and $\alpha = 0,005$. It means H_1 accepted because Sig. < $\alpha = 0,00 < 0,005$. Therefore, there was a significant influence of using observe and remember game toward students’ vocabulary in the first semester at the seventh grade of SMPN 1 Palopo. There were differences before get treatment. Based on the research result, it was concluded that observe and remember game was effective to improve students’ vocabulary at the seventh grade of SMPN 1 Palopo.

CHAPTER 1

INTRODUCTION

A. Background of the Research

Vocabulary is a list or set of words for a particular language or a list or set of words that individual speakers of a language might use, it means vocabulary is a series of words used by individual speakers of certain language. Webster dictionary has three definition of vocabulary as follows: (a) a list or collection of words and phrases usually alphabetically arranged and explained or define; (b) a list or collection of terms or codes available for use; and (c) a sum or stock of word employed by a language group, individual, or work or in field knowledge.¹

The other opinion from Jeremy Harmer states that “vocabulary is the one of language element that need to be acquired by English learners. Vocabulary is very important to learn language because the people can’t communicate without having enough vocabulary”².

Schmitt also said “vocabulary is a basis of a language; it is very important to be mastered first.”³ People cannot speak well and understand written materials if they do not master it. If people have less vocabulary, they not only cannot understand what other people saying, but also cannot make sentences to transfer their messages to the other people.

The students will learn English easily if they mastering vocabulary first. However, to learn foreign language, the first element is master in vocabulary because it is very important. The students should have good ability in English vocabulary because it can support all subjects in English the first, the students must have many vocabularies in English that can

¹ A Merriam Webster, *New World College Dictionary 4 Ed*, (New York: Wiley Publishing Inc, 2003).

² Jeremy Harmer, *The Practice of English Language*, (New York Longman, 1992),p.23.

³ Schmitt N & Mc Carthey , M. *Vocabulary: Description, Acquisition and Pedagogy*. (Cambridge:Cambridge University Press) 1997.

help them to know the meaning of what they learn in English. When the students understood what the teacher teaches and they can give feedback about the material.

Based on the interview with the students at seventh grade of SMP 1 Palopo, the researcher found some problem. First, the students still less in mastering vocabulary because there was not a appropriate way in helping them to memorize it. Besides that, the students cannot remember all vocabularies that they have learned before. Second, the technique in teaching vocabulary was used monotonous method, the students just asked to translate the word without repeating it everyday. It made students felt bored and not interest much in teaching learning process.

In this case, to overcome the problems above the researcher choose the games in improving English vocabulary. Julia Dobson said that: "Game is a wonderful way to break the routine of classroom drill, because it provides fun and relaxation".⁴ That means that game is one of ways to relax routine of classroom and making fun. Moreover, as it is stated in Games for Language Learning book: "Game' to an activity which is entertaining and engaging, often challenging, and an activity in which learners play and usually interact with others".⁵ That means that any activity is interesting because games might make students enthusiastic to play it, sometimes it is challenging because when students are playing games, they have to be a winner in that games, and also it is entertaining because students fun and enjoy in playing and interacting each others. Besides that, it also gives the opportunity to the students to express their feeling.

One of those games is observe and remember game. Observe and remember game is a game that comes from Kim's (keep in mind) game. This game is a good way to test ability of the students in observing and recall their moment during learning especially regarding English vocabulary. By using this game, the teacher does not have to translate some object.

⁴ Julio Dobson, *Try One of My Games*, (Washington. D.C, 2003), p. 295

⁵ Andrew Wright, David Betteridge and Michael Buckby, *Games for Language Learning*, (Cambridge University Press, 2006), p. 1

Through observe and remember game, the students will be more active in developing vocabulary, because they will not depend on their teacher⁶.

Based on the reasons above, it is necessary to make a research about item analysis. So, the researcher conducted the research entitled “the Use Observe and Remember Game in Teaching Vocabulary to the Seventh Grade Students of SMPN 1 Palopo”.

B. Problem Statement

Referring the background above, the problem statement can be formulated into a question as follows “Does the use of observe and remember game improve students’ vocabulary at the seventh grade of SMPN 1 Palopo?”

C. Objective of the Research

The objective of the research is to find out whether or not the use of observe and remember game is effective to improve students’ vocabulary at the seventh grade of SMPN 1 Palopo.

D. Significance of the Research

1. For the teacher

This research is expected to give information to the teacher in which can help the students to build their vocabulary that always facing many problems in learning English. English teacher can use the method, strategy, and media in order to achieve the objective of English class.

2. For the students

By learning vocabulary by using observe and remember, the students can take some new method to learn English with fun.

⁶ Ruwaida Nusa Putri, The Application of Observe and Remember Games in Improving Students’ Achievement in Vocabulary at The Seventh Grade of MTs Islamiyah Medan in The Academic Year 2016/2017 (University for Islamic Studies (UIN) North Sumatera Medan, 2016) p.12

3. For the researcher

This research gave the researcher an experience of conducting a teaching and learning research which basically important for the development of the researcher's competences. This research gave opportunity for the researcher to apply what had been earned from academic learning and gave contribution to solve real problem in the field. Moreover it will also give advantage to another researcher who takes the same topic to use this research as references to conduct the research.

E. Scope of the Research

The scope of the research was limited to improve students' vocabulary by using observe and remember game at seventh grade of SMPN 1 Palopo. In this case the materials of vocabulary focused on Noun (Things : Classroom, Kitchen, bedroom, Public Places, and Animals).

F. Definition of Terms

1. Vocabulary is Vocabulary is one component of language which consists of total number of word that have function and meaning.
2. Observe and remember game is a game that comes from Kim's (Keep in Mind) game. This game is good way to test ability of the student in observing and recall their moment learn especially regarding English vocabulary.

CHAPTER II

LITERATURE REVIEW

A. Previous Studies

The researcher would describe the related researchers that had been done by the previous researchers. The related researchers as follows:

Ruwaida Nusa Putri 2016. In her research entitled “The Application of Observe and Remember Games in Improving Students’ Achievement in Vocabulary at The Seventh Grade of MTs Islamiyah Medan in The Academic Year 2016/2017.” The method used in this study was Classroom Action Research (CAR). This method consisted of two cycles in each cycle consists of planning, acting, observing, and reflecting. The data were gathered through qualitative and quantitative data. Based on the result of this research showed that there was a development on the students’ vocabulary mastery, it can be seen from the mean score of pre-test were 49, the mean score of post-test cycle 1 was 67.13 and the mean score of post-test cycle 2 was 85.59. Furthermore, the results of observation and interview showed that the students were motivated in the teaching-learning process during the implementation of observe and remember games. So this game is good to be used in teaching and learning vocabulary⁷.

Husni Baraqih. 2017. In her research entitled “The Implementation of Observe and Remember Game to Improve Students’ Vocabulary Mastery at Seventh Grade of MTs S. Al-Washliyah Tembung.” This research was conducted by using Classroom Action Research. The technique of analyzing data of this research was using qualitative and quantitative data. The result of the research showed that there was the increasing score of students in vocabulary mastery by using observe and remember game. The result of the analysis showed that the mean of the pre-test

⁷ Ruwaida Nusa Putri, *The Application of Observe and Remember Games in Improving Students’ Achievement in Vocabulary at The Seventh Grade of MTs Islamiyah Medan in The Academic Year 2016/2017*. A Thesis S1. (University for Islamic Studies (UIN) North Sumatera Medan, 2016)p.3

was 62.87. The mean of the post-test in the first cycle was 79.54. Then the mean of the post-test in the second cycle was 89.24. The percentage of students who got point up to 75 was also grew up. Otherwise, the total increasing percentage from the pre-test to the post-test in the cycle two was 84.85%. It showed that the implementation of observe and remember game could improve students' vocabulary mastery and could affect on students' achievement in vocabulary mastery⁸.

The relationship between those researchs above with this research was talking about the using observe and remember game in teaching vocabulary. While the differences between this research with the previous researches above was about the design of the research. The first and the second researches used class action research (CAR) than, this research focused on using observe and remember game to improve students' vocabulary with experimental research.

B. Review of the Related Literature

1. Concept of Vocabulary

a. Definition of Vocabulary

Vocabulary is an important thing in learning language. It would be impossible to learn a language and that no language exist without words. Words are sings for ideas. They are means by which people exchange their tongue. The more words we learn, the more ideas we should have, so we can communicate the ideas more effectively.⁹

Vocabulary is a core component in studying a language and it is very necessary to be known. Some experts proposed various definition of vocabulary. Hornby (1987:959) defines that vocabulary is the total number of words (with rules for combining them) that make up a

⁸ Husni Baraqih. *The Implementation of Observe and Remember Game to Improve Students' Vocabulary Mastery at Seventh Grade of MTs S. Al-Washliyah Tembung*. A Thesis S1 (UIN-SU, 2017)P.6

⁹Pater A. Napa, *Vocabulary Depelopmant Skill*, (Yogyakarta: Kanisius, 1991),p.6.

language. It means that vocabulary is a list of word that has meaning. Lado (1964:74) stated that vocabulary is the lexicon of written language that is called words.¹⁰

Moreover, Stahl (2005) stated that “Vocabulary is the knowledge of words and words meanings also puts vocabulary knowledge as the knowledge of a word not only implies a definition, but also implies how that word fits into the context”. Vocabulary knowledge is not something that can ever be fully mastered. It is something that expands over the course of a life time. Teaching vocabulary involves looking up words in a dictionary and using the words in a sentence. Vocabulary is acquired incidentally through indirect exposure to words and intentionally through explicit teaching in specific words and word learning strategies.

Vocabulary as the knowledge of meaning of word (Hibert and Kamil 2005:5). It was very important to consider about when students want to make a context. When they choose wrong vocabulary, it means that they miss the meaning of the text. Lehr, Osborn, and Hiebert (in Kamil and Hiebert, 2005: 2-3) define vocabulary as knowledge of words and word meaning in both oral and written language and in productive and receptive forms. More specifically, they use vocabulary to refer to “The kind of word that students must know to read increasingly demanding text with comprehension.”¹¹

In addition Renandya (2002: 255) proposes that vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read and write. He says that without an extensive vocabulary and strategies for acquiring new vocabulary, learners often achieve less than their potential. They often find difficulties in

¹⁰ Suri, Elda. Martha. *Improving Students' Vocabulary Mastery by Using Songs at The Grade Sixth of State Elementary School of 45 Bungo Pasang Padang*. **EDU RESEARCH**; Jurnal Pendidikan Vol.1 No.1 Juli 2012

¹¹ Ibid

comprehending a text. Thus, they cannot understand the meanings of the unfamiliar words found in the text.¹²

From the definition above, we can see that vocabulary is one of the components of language and no language exists without words. Without vocabulary we cannot communicate each other, so we have to learn and memorize many of vocabulary in order we can speak English well.

b. Kinds of Vocabulary

Vocabulary is necessary to give students something to hang on to when learning any kinds of subject. Vocabulary also has many classifications as suggested by some expert, namely:

According to Scott Thornbury, divides Vocabulary into two groups, they are: ¹³

- a. Receptive Vocabulary refers to the words which learners know when they listen and read or the words they know when learners receive from another. Receptive Vocabulary can be called as passive vocabulary. Some ways to increase the receptive vocabulary ability, the first way is making some notes of the words and finding out the Synonyms and Antonyms, another way is looking in the dictionary.
- b. Expressive Vocabulary refers to the words which learners use when they speak or write, and it is called as active Vocabulary. To increase this expressive Vocabulary Ability, the learners should try much their Speaking and Writing.

In addition, Harmer in Ali distinguishes two types of vocabulary, namely active and passive. Active vocabulary refer to vocabulary that the students have learned and which they are expected to be able to use. On the other hand, passive vocabulary refers to word which

¹² Dian Ayuningtyas. *Improving Students' Vocabulary Mastery through Extensive Reading Activities at Grade XI IPA of SMAN 1 Pleret Bantul In The Academic Year of 2011/2012*. Unpublished Thesis. Yogyakarta : (State University of Yogyakarta),p.6-7

¹³ Scott Thornbury, *How to Teach vocabulary*, (London: Longman, 2002),p.15.

students will recognize when they meet them but which will probably not be able to produce.¹⁴

While Page and Thomas in Ali divided vocabulary into four kinds as follows:

1. Oral vocabulary; consist of word actively used in English.
2. Writing vocabulary; the word that come reading to one's finger vocabulary.
3. Listening vocabulary; the stock of words one responds with meaning and understanding in the speaking of other, and
4. Reading vocabulary; the word which one responds in the writing of others.¹⁵

Collier in his book *The Key to English Vocabulary*, stat that there are two words lists, one of function word and one containing a basic 2000 word English vocabulary. In addition, there is a list of suffixes and prefixes to be use with 2000 word list. The list of function word containing about 230 word of every high frequency. They were not chosen solely on the basis of frequency, however , but on the basis of grammatical function. The list consists of articles, auxiliary verbs, preposition, conjunction, pronouns, noun determiner, substitute nouns, intensifiers, and contain often specialized expression.¹⁶

1. Function Word

Function word is a word that expresses a grammatical or structural relationship with other words in a sentence. Function word include determiners, conjunctions, prepositions, pronouns, auxiliary verbs, modals, and quantifiers.

a. Articles

Articles is word that in front of noun and it function as determines or divider in a sentence.¹⁷ This the traditional term for *a*, *an*, and the *the* correct use of these little words is extremely important in English.

¹⁴ Jeremy Harmer, *The practice of English Language*, (New York :Longman,1992),p.154.

¹⁵ *Ibid.*

¹⁶ Collier, *The Key to English Vocabulary*, (London: Macmillan Limited,1965),p.7.

¹⁷ Ghufon Maba, *Guided in Mastering English Grammar*, (Surabaya Terbit Terang w.y),p.78.

According to Rudi Hariyono in their book *Complete English Grammar*, that articles divided into two parts, namely definite article and indefinite article. Definite article is the word that is used to mention noun by individual or certain. In this case, its noun has known clearly. The word that included into definite article is *the*, and noun that pronounced may singular or plural. Indefinite article is used to indicate noun commonly or known yet clearly. Noun that follow infinite article form always singular.¹⁸

b. Auxiliary verb

Auxiliary verb are helping verbs that can combine with various parts of other verbs to make verb phrases.¹⁹ The most common are *be*, *have*, and *do*. In addition, we have the modals *can*, *could*, *may*, *might*, *must*, *shall*, *should*, *will*, *would*, as well as *dare* and *need* under certain conditions. The phrases *ought to*, *used to* and *(be) supposed to* are included because they resemble modals, in spite of the fact that, unlike ordinary modals, they include the word *to*.

c. Conjunction

Conjunction is word that connect words, parts of sentences or connect sentences. In other word, word that is used to connect words, phrase or clause in a sentence.²⁰ Conjunction conjunction join various parts of the sentence together. They are of two kinds coordinating and subordinating.²¹

d. Pronouns

Pronouns is word that is used to change noun in asentence. Its function in order there is no repeated word thaht monotone.²² A pronoun refers to a noun. According to Herpinus Simanjuntak, there are nine kinds of pronouns, namely:

¹⁸ Rudi Hariyono, *Complete English Grammar: Tata Bahasa Inggris Lengkap*, Surabaya Gitamedia Press, 2002), p.58.

¹⁹ Collier, *op.cit.*, p.8.

²⁰ Hariyono, *opt.*, p.168.

²¹ Collier, *op.cit.*

²² *Ibid.*

1. Personal pronoun (I, you, we, they, she, he, it)
 2. Demonstrative pronoun (this, that, those, these)
 3. Possessive pronoun (my, mine, yours, his, hers , ours, theirs)
 4. Interrogative pronoun (who, which, what, whose, whom)
 5. Indefinite pronoun (someone, anyone, something)
 6. Reflexive pronoun (myself, yourself, himself, itself, ourselves, themselves)
 7. Emphasizing pronoun
 8. Reciprocal pronoun (one another, with another, each other, to each other)
 9. Relative pronoun (who, whose, which, that)²³
- e. Preposition

Preposition is word placed before noun, or pronoun to indicate the relation among the parts of other sentences.²⁴

Content words name and describe the infinitive number of thing, person, event, and process that speaker of English want to talk about. Content word are usually nouns, verbs, adjectives, and sometimes adverbs. Content word can be divided into three general classes, they are 1. word naming,things, ideas, entities. 2. Word naming actions. 3. Word used to describe the qualities of those things or actions.²⁵

a. Noun

According Rudi Haryono and Dony Hariyanto, noun is words which are used to show the name of people, places, animals, or the name things. There are two kinds noun: uncountable noun and countable noun.²⁶

b. Verb

²³ Herpinus Simanjuntak, *Bahasa Inggris Sistem 52 M*, (Jakarta: Visipro,2004),p.70.

²⁴ Hariyono, *op.cit.*, p.143.

²⁵ *Ibid.*

²⁶ Dony Hariyanto and Rudi Hariyono, *English Grammar for General Application*, (Surabaya: Gitamedia Press, 2003),p.28.

Muchlis states that verb is word which show the activities and the chief word of a sentence. Verb can be divided to four kinds, they are infinitive verb, regular and irregular verb, transitive and intransitive verb, full verb, auxiliary verb and linking verb.²⁷

a). Infinitive verb divided into two kinds, they are:

1) infinitive with to. Example: to start, to wish, to refuse, to want, to propose, etc.

2) infinitive without to. Example: bring, eat, buy, go, etc.

b) Regular verb is change of verb which follows the normal form, by adding it *d* or *ed* to be past tense and past participle. Example: *hate – hated – hated*

c) Irregular verb is the change of verb which does not follow the normal form, but it must be memorized. Example: *do – did – done*

d) Transitive and intransitive verb is the word which needs object to complete the meaning or it cannot stand alone without and pronoun as object. Example: she *buys* an apple, I will *come* to your house, they *give* a gift.

Intransitive verb is the word which does not need object because it has complete meaning and its always active verb. Example: bark, fall, go, become, cry, etc.

e) Full verb is the word which used to state an activity or action. It can stated by itself and has complete meaning without to. Example: sing, laugh, watch ,etc.

f) Auxiliary verb is the verb which helps other verb to for the complete structure. It cannot stand by itself but it needs other verb especially full verb. Example: to be (am, is, are, was, were, be, being, been), do, does, did and have, has, had.

g) Modal auxiliaries

example: may, have to, would, ought to, might, had to, shall, dare, must, need not, should.

c. Adjective

²⁷ Ach. Muchlis, *Bahasa Inggris: Siap Ebtanas SMU & Masuk Perguruan Tinggi*, (Surabaya: SIC,1998),p.55.

Adjective is the word which is used to give characteristic of thing and it is put before noun. Adjectives is a word that is used to give the nature of the object, or a word that gives strength and to limit the use of noun. Adjective divided two kinds, there are descriptive adjective and limiting adjective.

a) Descriptive adjective is adjective that describe a state of noun or pronoun which includes the size, shape, color, smell, taste, and etc.

example: cheap, tall, fat, hot, brave etc.

b) Limiting adjective is adjective that limit noun or pronoun without providing information on the condition, type, and etc.

example: my book, three men, this car, that pen, etc.

d. Adverb

An adverb is a word class that describes a verb an adjective or other adverb such as in the phrases speaks fluently, very easy, and quite slowly. An adverb deals with supplying crucial information such as place, manner, time, condition, degree, result, purpose, and reason.²⁸ Some examples of adverbs:

a) Adverbs of frequency : Always, usually, often, generally, seldom, sometimes, occasionally, never, once, etc.

b) Adverbs of time : Today, tomorrow, yesterday, now, soon, every day, every night, every week, this morning, at night, at midnight, at present, last year, next time, etc.

c) Adverbs of place : At school, at campus, in the library, in the market, there, here, anywhere, in bed, away, inside, etc.

d) Adverbs of manner : Really, seriously, slowly, carefully, terribly, kindly, pleasantly, etc.

²⁸*Ibid* p. 114.

- e) Adverbs of numbers : Firstly, secondly, thirdly, lastly, finally, twice, etc.
- f) Adverbs of degree quantity : Little, enough, fully, very, so, rather, much, etc.
- g) Adverbs of affirmation or negation : Certainly, no, yes, surely, etc.
- h) Adverbs of reason : Hence, therefore, consequently, thus, etc.

2. Suffixes and prefixes

Suffixes are the particles added after the base, such as: *ly, ish, ful*, and so on. There are two kinds suffixes, they are inflectional and derivational. Prefixes are the particles added before the base, such as: *un, dis, en*, etc.

3. Antonym

In traditional terminology, antonym are words which are opposite in meaning. It is useful, however, to identify several different types of relationship under a more general label of opposition. There are a number of relations which seem to involve words which are at the same time related in meaning yet incompatible or contrasting. Some of them are simple antonym(also called complementary pairs or binary pairs);gradable antonyms; reverse terms; converse terms; and taxonomic sisters.

c. The Importance of Vocabulary

There are some importance of vocabulary, they are: According to Rosa M Lopez, “Vocabulary is obviously a very important element within a language as the overwhelming majority of meaning is carried lexically; and therefore, something to be taken into consideration both in second and foreign language teaching – although not the only one that conveys meaning. There are certainly other elements such as grammar, stress, rhythm, intonation, tone of voice, pauses, hesitations or silences, not to mention the use of non-vocal phenomena such as kinesic and proxemic features.”²⁹

Furthermore, there is another importance of vocabulary, it is: according to David L. Shepherd, he said that vocabulary is a basic skill to communicate; people will not be able to

²⁹ Rosa M Lopez Campillo, *Op.cit*, p.36

communicate easily without knowing it. It means that vocabulary is important in communication.³⁰

The central importance of vocabulary, it seems almost impossible to overstate the power of words; they literally have changed and will continue to change the course of world history. Perhaps the greatest tools we can give students for succeeding, not only in their education but more generally in life, is a large, rich vocabulary and the skills for using those words. Our ability to function in today's complex social and economic worlds is mightily affected by our language skills and word knowledge. In addition to the vital importance of vocabulary for success in life, a large vocabulary is more specifically predictive and reflective of high levels of reading achievement. *The Report of the National Reading Panel* (2000), for example, concluded, "The importance of vocabulary knowledge has long been recognized in the development of reading skills. As early as 1924, researchers noted that growth in reading power relies on continuous growth in word knowledge".³¹

d. The Vocabulary Learning Process

The vocabulary is very important, because vocabulary will improve the learner mastery on words. Learner vocabulary can do inside or outside classroom. So, the vocabulary has been mastered by the students have to be able to understood, generalized, and implication in a well communication.

To find out the vocabulary learning process that we have to know how to learn vocabulary in good way. According Wilga, there are seven ways to learn it:

1. Students must learn to discriminate variation in distributions and new boundaries of meaning. The teachers may give explanation of contrast with narrative language distribution, demonstrate schematically the distribution of meaning of apparently

³⁰ David L. Shepherd. *Op.cit*, p. 39

³¹ John J. Pikulski and Shane Templeton, *Teaching and Developing Vocabulary: Key to Long-Term Reading Success*, (U.S.A.: Houghton Mifflin Company, 2004), p.4-15

comparable word, or promoted activity which requires for success that the boundaries be respected.

2. Students do not always realize that words are constructed of morphemes which share the burden of the meaning among them.
3. Students should learn to penetrate disguises. With language with the same family where there has been considerable alternative there are many borrowed words and cognates.
4. Students must learn how to discover new words from themselves.
5. If students are not discovered it, they need to learn of vocabulary is elastic that they come to make much of the little they know by paraphrase, circumlocution, and definition as they gradually build up a more precise and varied lexicon.
6. Students must learn how to argue their own vocabulary steadily and systematically.
7. They should begin early to keep individual list of new words and that interest them, and problems which are continually tripping them up.³²

There are some assumptions in language learning that should be considered when teaching English to students. The assumptions below from different sources (Larsen Freeman, Mackey, Richards, and Rogers) as quoted by Bambang Setiyadi as follows:

1. Learning should be fun and natural for students, in order for them to be successful in learning target language, there must be absence of stress. Students are believed or not to learn language forms directly, commons are believed to be helpful for students interpret meanings.
2. The language should be first presented through sounds, not written symbols. After students can produce the sound with the sounds with the truth, they may begin to read the symbols in target language.

³²*Ibid*

3. The students more sensitive to anything that touches the senses, the read easily to physical object.
4. Meaning should be made perceptible through concrete object or by presentation of experience.
5. The idea that teaching should start from what the students already known in order to encourage association process seems to favor students.³³

2. The Concept of Game

a. The Definition of Game

Based on Oxford Advanced Dictionary of Current English, game is form of usually competitive play or sport with rules.³⁴

According to Risnawati in Salina Pasiangan, game may be defined as a form of play governed by certain rules on convention. They are meant to be enjoyed wherever they are played.³⁵ Game is a teaching media that can be used in teaching vocabulary. They are enjoyment in the language lesson. Many teacher find game become a strong classroom tool for foreign language students'. Students' can often get bored with books and worksheets. Using Game and interactive tools can keep students' focused on learning for extended periods.

b. Types of Games

A game is an activity with rules, a goal and an element of fun.³⁶ There are two kinds of games: competitive games, in which players or teams race to be the first to reach the goal, and cooperative games, in which players or teams work together toward a common goal.

³³Ag. Bambang Setiadi, *Learning English as Foreign Language*, (Jakarta: Graha Ilmu, 2006), p.197-198.

³⁴ A.S, Hornby, Oxford Advanced Learner's Dictionary of Current English, (Oxford University Press, 1995)p.48

³⁵ Salina Pasiangan, *Teaching Vocabulary by Using Scrambled Word at the Eight Year Students of SMP5 Palopo*

³⁶ Jet, Programme, *Classroom Activities: Junior High School*, (Clair, 2013), p.64

Language games can be divided into two further categories: linguistic games and communicative games. In linguistic games the goal of the game is linguistic accuracy: in the case of these grammar games, using the correct grammatical forms. Communicative games have a goal or aim that is not linguistic: successful completion of the game will involve solving a puzzle or completing a picture. Types of language games:

1. Movement game is gross motor activity which means movement of the entire body or large parts of the body. Example, include creeping, crawling, rolling, running, jumping, and dancing.
2. Card games is any game using playing cards as the primary device with which the game is played, be they traditional or game-specific. Countless card games exist, including families or related games (such as poker).
3. Board games is a tabletop game that involves counters or pieces moved or placed on a pre-marked surface or "board", according to a set of rules.
4. Disc games are games played with discs, often called by the trademarked name Frisbees. Ultimate and Disc golf are sports with substantial international followings.
5. Drawing games are fun to play. A person uses all his imaginations, innovation and creativity to draw a master-piece that eventually reflects his set of thoughts.
6. Guessing games is a swift conclusion drawn from data directly at hand, and held as probable or tentative, while the person making the guess (the guesser) admittedly lacks material for a greater degree of certainty.
7. Kim's game is a game develops a person's capacity to observe and remember details.
8. Role-play game is a game in which players assume the roles of characters in a fictional setting.

9. Singing games is an activity based on a particular verse or rhyme, usually associated with a set of actions and movements.

10. Word games are spoken or board games often designed to test ability with language or to explore its properties.³⁷

3. Concept of Observe and Remember Game

a. Definition of Observe and Remember Game

Observe and remember game is a game that comes from Kim's (keep in mind) strategy. This game was actually invented from the Story Book of Kim was written by Rudyard Kipling. Essentially, to play, you play against each other to see how much you can remember of something in a given amount of time compared to someone else³⁸. This game is good way to test ability of the student in observing and recall their moment learn especially regarding English vocabulary. Kim's Game is a game or exercise played by Boy Scouts, Girl Scouts and Girl Guides, and other children's groups. The game develops a person's capacity to observe and remember details. So, Kim (keep in mind) games also called as observe and remember game.

Observe and remember game is a kind of memorize activity which refers to images or visual observation or recalled like snap shot from the past. We get access to our memories through a production system involve with the various strategy, procedure or game. Recalling a memory is reconstructive process, tracing the lack of memory in the network system and putting of them in storage information. Given a visual stimulus to the brain seeks to connect it to remember patterns through signal experience. Teachers need to help the students to find

³⁷ Ruwaida Nusa Putri, The Application of Observe and Remember Games in Improving Students' Achievement in Vocabulary at The Seventh Grade of MTs Islamiyah Medan in The Academic Year 2016/2017 (University for Islamic Studies (UIN) North Sumatera Medan, 2016) p.38-39.

³⁸ Graywolf Survival. *Kim's Game: 10 great games to learn survival or prepper skills*. Retrieved from <http://graywolfsurvival.com/3650/best-games-learn-survival-emergency-preparedness-skills/>. Accessed on 25/12/2018 at 20:13.

out the significant patterns in the verbal or visual information to help them through thinking, talking or writing.³⁹

According to Beck, McKeown and Kucan in Dixon (2002) Kim (keep in mind) vocabulary strategy is the strategy that encourages students to expand their understanding of key vocabulary terms.⁴⁰ O'Dell et al (2005) said that the aim of this game is to practice vocabulary everyday objects and their descriptions.⁴¹

In addition, kim (keep in mind) game is game in English foreign language classroom and it was kinds of memory game. Kim's game as a teaching technique bring an important role in memorizing vocabulary. It is supported Wright et al (2006), that the variation of kim's game focus on vocabulary learning. The reason of using kim's game is that it can improve the students memorizing vocabulary especially verb, noun and adjective in learning English.⁴²

b. Advantages of Using Observe and Remember Game

Observe and remember game can be method that will give many advantages for teacher and the students either. This method will give many advantages such as:

1. Through using observe and remember in playing game, students can learn English they way children learn their mother tongue without being aware they are studying; thus without stress, they can learn a lot.
2. Even shy students can participate positively.
3. Make your classroom a lively place through the use of attractive wall displays, displays of pupils' work, etc. language classroom is noisy with the language (English) is good because it will make the classroom more live in English (practice).

³⁹ Fisher, Robert, *Teaching Children to Talk*, (London : Nelson Thornes Ltd, 2005), p. 96.

⁴⁰ Inzta Hariadi and Zainuddin Amir. *Teaching English Vocabulary Through K.I.M (Key Word, Information, and Memory Clue) Vocabulary Strategy In Junior High School*, (English Department Faculty of Languages and Arts State University of Padang, 2014), p. 114

⁴¹ O'Dell, F and Head.K. *Games for vocabulary practice.. interactive vocabulary activities for all levels*. (Cambridge University Press.2003),p.60

⁴² Wright Andrew, Batteridge David and Buckby, Michael.2006. "*Games for language learning third edition*". (Cambridge University Press.2006),p.112

4. Motivate pupils to want to learn English by using interesting and enjoyable learning activities. E.g., project work, *observe and remember game*, drama. It means learning by playing.
5. Create warm and happy atmosphere where teacher and pupil enjoy working together. Teacher arranges good atmosphere in classroom and make the students interested.⁴³

c. Teaching English Vocabulary Observe and Remember Game

In whilst teaching activity is the main activity in which the lesson introduced, delivered and practiced. This stage is divided into three stages: observing, memorizing, and experimenting.

1. Observing

The researcher gives, introduces, and explains about observe and remember vocabulary strategy, and use the picture of things to teach English vocabulary.

2. Memorizing

The researcher ask the students to come forward and observe the pictures are of course with a time limit, say students are limited to observe such objects for 2 minutes, then the student is required to re-sit. The researcher Instructions for the students to take a pen and paper to write down the name of things that have been observed in English. When students returned to sit close the picture of things observed with a cloth or anything that students do not see these objects. After the allotted time to write name of things runs out, the researcher ask the students to move forward to provide the name of the things.

3. Experimenting

⁴³ Ibid.p.43-44.

As the students finish their job, the researcher and students discuss whether their answers are true or false. The researcher tells the correct answer and students check their friend's answer.⁴⁴

C. Conceptual Framework

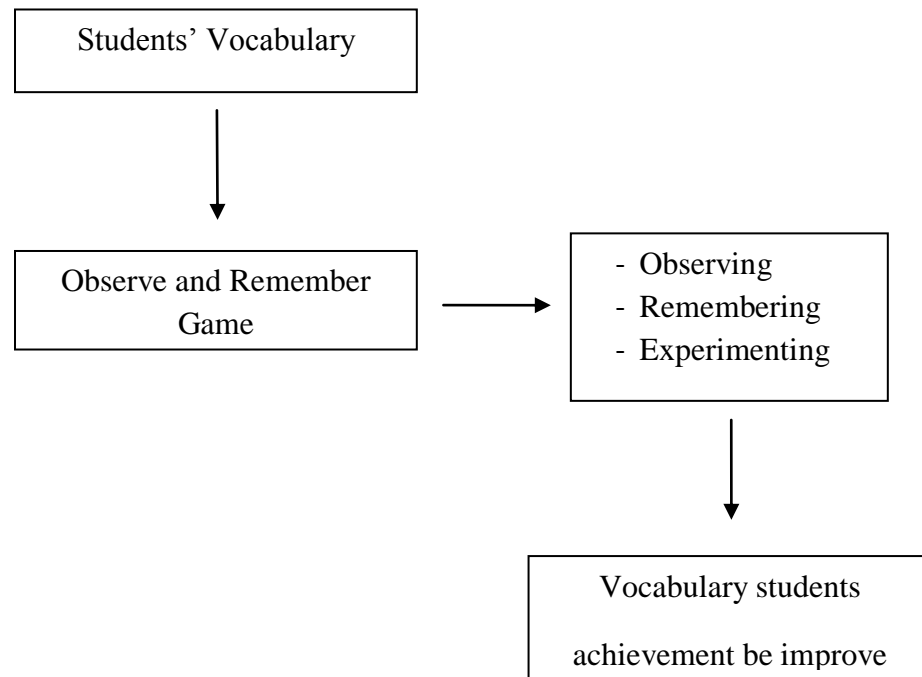
Vocabulary is an important part of language. In teaching vocabulary there are many ways that can be used. In this case the researcher uses the observe and remember game in teaching vocabulary.

When using observe and remember game students can gain their understanding to memorize many vocabularies because this game can be used to generate ideas and interesting. It means that when students get started they learning process, they can get many new vocabularies specifically and enjoyably by using Observe and Remember Game.

By using this game, the researcher does not have to translate every single unfamiliar word. The researcher only needs to explain the material first, then when there are unfamiliar with words in the material, the researcher can pronounce it directly or using picture to demonstrate what does the word mean. Through this game, the students will be more active in developing vocabulary.

⁴⁴ Steven J. Molinsky and Bill Bliss. *Handbook of Vocabulary Teaching Strategy: Communication Activities with The Word by Word Picture Dictionary*. (New Jersey: Prentice Hall Regents, 1994) p. 14.

The conceptual framework in this research is as follows:



D. Hypothesis

1. The hypothesis of the research are formulated as follow:

- a. (H_0) = Teaching vocabulary by using observe and remember game was not effective way to improve students' vocabulary at the seventh grade of SMPN 1 Palopo.
- b. (H_1) = Teaching vocabulary by using observe and remember game was effective way to improve students' vocabulary at the seventh grade of SMPN 1 Palopo.

2. Hypothesis acceptability criteria :

- a. If P-value $\geq \alpha$ 0,05 means reject H_0
- b. If P-value $\leq \alpha$ 0,05 means accept H_1

CHAPTER III

RESEARCH METHOD

A. Method of the Research

This research applied pre-experimental with only one class as an experimental. Because this research was done by giving pre-test, treatment and post-test for one group, and there was no control group. According to Creswell, the pre-experimental method consists of one group pretest-posttest design to facilitate an easy of implementation or an intervention of a short duration by choosing an intervention based on small pilot test. Select a group of participants in the population and provide the intervention to them⁴⁵.

B. Design of the Research

This research involved pre-test, treatment, and post-test. Design of the research can be described as follow⁴⁶

$O_1 \quad X \quad O_2$

Where:

$O_1 =$ Pre-test

$X =$ Treatment

$O_2 =$ Post-test

According to Arikunto, the procedure of pre-experimental research that use one-group pre-test, treatment, and post-test involves three steps. First, administering a pre-test (O_1) with a purpose of measuring vocabulary mastery of the seventh grade students of smpn 1 palopo. Second, applying the experimental treatment (X) teaching vocabulary by using observe and remember game to the seventh grade students at smpn 1 palopo. Third, administering a post-test (O_2) with a purpose of measuring

⁴⁵ John W. Cresswell, *Education Research* (fourth edition : Library of Congress Cataloging in Publication Data, 2012)p.321.

⁴⁶Prof. Dr. Suharsimi Arikunto, *procedur penelitian (suatu pendekatan praktek)* (Edisi Revisi IV ; Jakarta: PT. RinekaCipta, 1998) p.84.

vocabulary mastery of the seventh grade students of smpn 1 palopo after applying treatment.

C. Variables of the Research

Variables can be classified as dependent and independent variables. Dependent variable is the variable that is affect or the result of the independent variable.⁴⁷ In this research, the dependent variable was the improvement of students' vocabulary. Independent variable is a variable that affects or is the cause of changes in the incidence of dependent variable.⁴⁸ The independent variable of the research was observe and remember game.

D. Population and Sample

The researcher had to determine the population. Arikunto contends that the population is the total number of the research subject.⁴⁹ Thus, the population of this research was the total number at the seventh grade students of SMPN 1 Palopo in academic 2018/2019 consisting of 278 students in 9 classes.

The technique in selecting the sample was purposive sampling. Purposive sampling allows the researcher takes the sample by using their judgment to choose the appropriate sample for collecting the data needed and usually based on the prior information.⁵⁰ The researcher only took one class as the sample of this research. The researcher selected the grade VII.C. The sample consisted of 20 students. It was chosen because based on the pre-research that the researcher had done before, they had still lack vocabulary and it was recommended by the English teacher in this school.

E. Instrument of the research

In this research, the researcher used vocabulary test where the test consisting of pre-test and post-test. The numbers of test are 30 questions consisted of 16 multiple choice and

⁴⁷ Sugiyono, *metode Penelitian Kombinasi: Mixed Methods*, 20th Edition, (Bandung: Alfabeta, 2013).

⁴⁸ *Ibid*

⁴⁹ Arikunto, Suharsimi. *Procedure Penelitian Suatu Pendekatan Praktek..* (Jakarta: Rineka Cipta, 2006).

⁵⁰ Fraenkel, op.cit., p.104-105

14 fill in the blank. The vocabulary test about nouns (Things : In the classroom, In the kitchen, In the bedroom, Public Places, and Animals). The vocabulary was adopted from student text book.

F. Procedure of Collecting Data

1. Pre-test

In the treatment, the researcher gave pre-test to the students on Thursday, September 13th 2018 to know their previous knowledge of vocabulary. The researchers asked the students to answer vocabulary test consisting of nouns: things in the classroom, things in the bedroom, things in the kitchen, public places and animals. The numbers of test were 30 questions consisted of 16 multiple choice and 14 fill in the blank. The procedure in pre-test as follows. First, the researcher entered the classroom and gave the students' worksheet. After that, the researcher gave an explanation about the proposed to come and gave an explanation about the procedure to answer the test. Next, the researcher gave time 60 minutes for the student to answer the test. After that, the researcher collected the students' worksheet. And the last, the researcher gave score of the students' test in different place.

2. Treatment

After giving pre-test, the researcher gave the treatment using observe and remember game. The treatment was done in six meetings.

The first treatment was on Saturday, September 15th 2018. The researcher introduced and explained about observe and remember game. Then, the researcher divided the students into 4 groups and the researcher used the pictures of thing to teach English vocabulary.

The procedure of treatment was described as follows: First, the researcher showed pictures and mentioned the names of the things to each groups. After that, the researcher asked each group to observe and remember the pictures and names of the thing. Next, the researcher asked each group to wrote down the names of things in a piece of paper. Then,

every group collected their paper to the researcher. Next, the researcher gave quiz to all groups. After that, every group who answer the question correctly would get the point. After that, the researcher and all groups discussed whether or not their answers were true or false. Then, the researcher mentioned the correct answer. And the last, the group who get the highest point would be the winner.

The procedure of treatment for the second until sixth treatment was similar. The differences were about the time of conducting the research and the theme of vocabulary. The second treatment was on Thursday, September 20th 2018 and the theme of vocabulary was about things in the classroom. The third treatment was on Saturday, September 22th 2018 and the theme was about things in the bedroom. Then, the third treatment was on Saturday, September 22th 2018 and the theme was about kitchen. After that, the fifth treatment was on Saturday, September 27th 2018 and the theme was about public places. The sixth treatment was on Thursday, September 29th 2018 and the theme of vocabulary was about animals.

3. Post-test

After doing the pre-test and treatment, the researcher gave post-test on Saturday, October 6th 2018. In post-test, the researcher gave the same vocabulary test as the pre-test but there some different questions. The researchers asked the students to answer vocabulary test. Based on thematic questions teach nouns: things in the classroom, things in the bedroom, things in the kitchen, public places and animals. The numbers of test are 30 questions consisted of 16 multiple choice and 14 fill in the blank. The procedure in pre-test as follows. First, the researcher entered the classroom and gave the students' worksheet. After that, the researcher gave an explanation about the procedure to answer the test. Next, the researcher gave time 60 minutes for the student to answer the test. After that, the researcher collected the students' worksheet. And the last, the researcher gave score of the students' test in different place.

G. Data Analysis Technique

Before analyzing the data, the researcher collected the data and analyzed by using procedures as follows:

1. Scoring the students' correct answer of pre-test and post-test.

$$\text{Score} = \frac{\text{students' correct answer}}{\text{total number}} \times 100$$

2. Classifying the students score by using percentage as cited below:

$$P = \frac{E}{N \times 100}$$

Where :

P = Percentage

F = Frequency

N = Total sample⁵¹

To understand the level of students' score of the following classification were used ⁵²:

No	Classification	Score
1	Very good	81-100
2	Good	61-80
3	Fair	41-60
4	Poor	21-40
5	Very Poor	1-20

⁵¹ Ika Ashari, *Improving vocabulary of Students' trough bingo game*. Thesis S1. (Palopo:STAIN.2008).P47.

⁵² Muhammad Kasiran, *Teknik analysis item tes hasil belajar dan cara menghitung validity and reability*.(Surabaya: Usaha nasional, 1948)

3. Calculating the mean score, standard deviation, paired sample statistic, paired sample correlations, probability value of T-test students' achievement by using SPSS 22 for windows evaluation.

CHAPTER IV

FINDING AND DISSCUSSION

This chapter consists of two parts, the first is the findings and the second is part of discussions. This findings deal with the result of the data analysis and the discussion deals with explanation of the findings.

A. Finding

The findings of this research showed the result of the data that have been analyzed statistically and the tabulating of data. It compares of the students' score in pre-test and post-test, classification percentage of students' score in pre-test and post-test, the mean score and standard deviation of students' pre-test and post-test.

1. Test Analysis Students' Vocabulary Score in Pre-test

a. Pre-test (X_1)

In this section, the researcher showed the complete score of students in vocabulary test (students correct answer) in pre-test. The researcher calculated the data by using SPSS 22 program. For more clearly, at first the researcher showed classifications of the students' correct answer and score in Pre-test. It is tabulated in table 4.1 :

Table 4.1
Classifications the Students' Correct Answers and Scores in Pre-test

Respondents	Correct Answer	Score
R1	16	53
R2	11	36
R3	10	33
R4	15	50
R5	10	33
R6	13	43
R7	7	23
R8	16	53
R9	18	60
R10	10	33
R11	21	70
R12	10	33
R13	7	23
R14	21	70
R15	17	57
R16	19	63
R17	17	57
R18	7	23
R19	17	57
R20	10	33

From the table 4.1 it shows that the highest correct answers of the students were 21 got by 2 students and the lowest correct answers of the students were 7 got by 3 students. Scoring of the correct answers that the lowest score was 23 there was 3 students got it and the highest score was 70 there were 2 students got it.

Furthermore, for looking the mean score of the students' skill in pre-test, the researcher had calculated it by using SPSS 22 program. The result can be presented in the table of descriptive statistic in table 4.2

Table 4.2
The Mean Score of The Students in Pre-test

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	20	23,00	70,00	45,1500	15,62816
Valid N (listwise)	20				

From the table 4.2, it shows that the highest score of the students was 70.00 and the lowest score was 23.00. Besides, it also indicates that the mean score of the students' accuracy in pre-test was 45.1500 and standard deviation error was 15.62816.

In other side, the researcher also has written the students' score of correct answer before giving treatment by observe and remember game and it presents through the table rate percentage scores. It can be seen in table 4.3

Table 4.3
The Rate Percentage of Students' Scoring in Pre-test

Classification	Score	Frequency	Percentage
Very good	81-100	0	0%
Good	61-80	3	15%
Fair	41-60	8	40%
Poor	21-40	9	45%
Very poor	1-20	0	0%
Total		20	100%

Based on the table classification 4.3 above, it shows the percentage of respondents score in pre-test that there were 3 (15%) respondents classified as good, there were 8 (40%)

respondents classified as fair, and so there were 9 (45%) respondents classified as poor. It means that the students' skill still fair.

2. Test Analysis Students' Vocabulary Score in Post-test (X_2)

After giving treatment, the researcher gave more test, namely post-test to know the use observe and remember games in teaching vocabulary. In this section, the researcher shows the students' correct answer in post-test, the mean score and standard deviation of students, and the rate percentage of students' vocabulary in post-test. The researcher had presented them in tables and calculated the score by using SPSS 22. For more clearly, at first the researcher shows the classifications of the students' correct answer and score in Post-test. It is tabulated in table 4.4:

Table 4.4
Classifications the Students' Correct Answers and Scores
in Post-test

Respondents	Correct Answer	Score
R1	26	87
R2	26	87
R3	23	77
R4	25	83
R5	24	80
R6	26	87
R7	25	83
R8	28	93
R9	26	87
R10	23	77
R11	26	87
R12	19	63
R13	18	60
R14	28	93
R15	26	87
R16	25	83
R17	27	90

R18	25	83
R19	26	87
R20	23	77

From the table 4.4 it shows that the highest correct answers of the students were 28 got by 2 students and the lowest correct answers of the students were 18 got by 1 student. Scoring of the correct answers that the lowest score was 60 there was 1 student got it and the highest score was 93 there were 2 students got it.

Furthermore, for looking the mean score of the students' skill in pre-test, the researcher had calculated it by using SPSS 22. The result can be presented in the table of descriptive statistic as follow in table 4.5 :

Table 4.5
The Mean Score of The Students in Post-test

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Posttest	20	60,00	93,00	82,5500	8,59299
Valid N (listwise)	20				

From the table 4.5, it shows that the highest score of the students was 93.00 and the lowest score was 60.00. Besides, it also indicates that the mean score of the students' accuracy in post-test was 82.5500 and standard deviation error was 8.59299.

In other side, the researcher also has written the students' score of correct answer after giving treatment by observe and remember games and it presents through the table rate percentage scores. It can be seen in table 4.6

Table 4.6
The Rate Percentage of Students' Scoring in Post-test

Classification	Score	Frequency	Percentage
Very good	81-100	14	70%
Good	61-80	5	25%
Fair	41-60	1	5%
Poor	21-40	0	0%
Very poor	1-20	0	0%
Total		20	100%

Based on the table classification 4.6 above shows the percentage of respondents score in post-test. It shows that there were 14 (70%) respondents classified as very good, there were 5 (25%) respondents classified as good, and so there was 1 (5%) respondent classified as fair. It means that the students' skill It means that the students' vocabulary was improvement.

Beside that, the researcher also would present the total mean score and standard deviation of in pre-test and the compare both of them. The result will be presented into the table descriptive statistic as follow:

Table 4.7
The Mean Score and Standard Deviation of Pre-test and Post-test Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-test	20	23,00	70,00	45,1500	15,62816
Post-test	20	60,00	93,00	82,5500	8,59299
Valid N (listwise)	20				

The table 4.7 indicates that the standard deviation in pre-test were 15,62816. And in post-test were 8,59299. It also shows that the mean score of the students in pre-test were 45,1500 and the mean score of students in post-test were 82,5500. The result of the table above shows that the mean score of the students in post-test was higher than the mean score

of the students in pre-test. It concludes that using observe and remember game was effective in teaching vocabulary.

Table 4.8
The Paired Sample Statistic of Pre-test and Post-test

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	45,1500	20	15,62816	3,49456
	Posttest	82,5500	20	8,59299	1,92145

The paired samples statistic of pre-test and post-test above indicates that value of standard deviation in pre-test was 15,62816 and 8,59299 in post-test. The table above also shows that mean score in pre-test was 45,1500 and in post test was 82,5500 if could be concluded that students score improved 45,1500 to 82,5500.

Table 4.9
Paired Sample Correlations

Paired Samples Correlations				
		N	Correlation	Sig.
Pair 1	Pretest & Posttest	20	,650	,002

The table paired samples correlations of pre-test and post-test above presents that the correlation of the students' ability before and after treatment was 650. It means that there was a significant correlation of students' skill in teaching vocabulary by using observe and remember game before and after treatment.

Table 4.10
The Paired Sample of Pre-test and Post-test Paired Sample Test

Paired Samples Test						
Paired Differences				t	Df	Sig. (2-tailed)
Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference			

				Lower	Upper			
Pair 1	Pretest	-37,40000	11,98420	2,67975	-43,00878	-31,79122	-13,957	19
	Posttest							,000

The hypothesis was tested by using SPSS 22. In this case, the researcher used t-test (testing of significance) for paired sample t-test that is a test to know the significance difference between the result of students mean score in pre-test and post-test.

Assuming that the level significance (α) = 0,05 the only thing which is needed. The degree of freedom (df) = N-1, where df = 19, then the t-test is presented in following the table.

Table 4.11

The Probability Value of T-test of the Students' Achievement

Variable	p-value	(α)
X2-X1	0,00	0,05

From the analysis, the researcher concluded that there was a significant difference between pre-test and post-test in teaching students' vocabulary by using observe and remember game.

The result of statistical analysis for level of significance 0,05 with degree of freedom (df) = N-1, where (N) = 20, df = 19 the probability value was smaller than α (0,00<0,05). It indicated that the alternative hypothesis (H_1) was accepted and the null hypothesis (H_0) was rejected. It means that using observe and remember game is effective to improve students vocabulary.

B. Discussion

At the beginning of the research, the researcher explained there were some procedures used to know students' vocabulary. The procedures as follow: students were given pre-test to know their prior vocabulary mastery. After giving pre-test, the researcher gave the treatments. The researcher had done it six times of treatments. In the treatment, the researcher explain about nouns: things in class, things in the bedroom, things in the kitchen, public places, animals and evaluating by observe and remember game. After giving treatments, the researcher gave the post-test to get the score and increase students' vocabulary mastery. The researcher gave the same vocabulary test multiple choice and fill in the blank as in pre-test but there are some different questions. Based on the result of the students' pre-test and post-test score, that the mean score of the students in pre-test were 45,1500 and the mean score of students in post-test were 82,5500. It shows that the students' post-test is higher than in pre-test.

Based on the analysis of the data and the testing of hypothesis, the result of T-test null hypothesis (H_0) is refused and alternative hypothesis (H_1) is accepted. It means that the treatments had use observe and remember game in teaching students vocabulary, so alternative hypothesis (H_1) is accepted. It had been supported by the previous research conducted by Ruwaida Nusa Putri, she conducted the research entitled "The Application of Observe and Remember Games in Improving Students' Achievement in Vocabulary at The Seventh Grade of MTs Islamiyah Medan in The Academic Year 2016/2017 " In this case, the result of her research showed that observe and remember game can be used to teach vocabulary. Based of observation and interview showed that the students were motivated in the

teaching-learning process during the implementation of observe and remember games. So this game is good to be used in teaching and learning vocabulary.⁵³

According to Beck, McKeown and Kucan in Dixon Kim (keep in mind) also called observe and remember game vocabulary strategy is the strategy that encourages students to expand their understanding of key vocabulary terms. By doing this game, the students in observing and recall their moment learn especially regarding English vocabulary.⁵⁴ It means that the observe and remember game is the good strategy to improve students' vocabulary. Therefore, it can be concluded that students' vocabulary was influenced by the observe and remember games rather than without using it.

From this research, the researcher found that observe and remember game was very helpful in teaching vocabulary and it can improve classroom atmosphere, the students more active in group when observation the picture, discussion, and quiz. The students also enjoyable in learning process because most of the activities were fun and motivates the students. They showed spirit, they were not afraid to making mistakes, they became more self confident. Observe and remember game not only improved students' vocabulary, observe and remember games also improved students' pronunciation.

It can be concluded that observe and remember game help the students more encourage to study and make it cooperatively, so they can increase their informations, knowledges, and interested in learning process because they put in enjoyable situations.

In the other hand, the researcher also had the weaknesses. For the seventh grade students, it is not easy to encourage the students who do not like English to involve in this activity, the discussion in group makes noisy, monitoring the students will be difficult if they activity is done

⁵³ Ruwaida Nusa Putri, The Application of Observe and Remember Games in Improving Students' Achievement in Vocabulary at The Seventh Grade of MTs Islamiyah Medan in The Academic Year 2016/2017 (University for Islamic Studies (UIN) North Sumatera Medan, 2016) p.3

⁵⁴ Inzta Hariadi and Zainuddin Amir, *Teaching English Vocabulary Through K.I.M (Key Word, Information, and Memory Clue) Vocabulary Strategy In Junior High School*, (English Department Faculty of Languages and Arts State University of Padang, 2014), p. 114

outside the classroom, it needs time and patience including a good approach to lead and support their study because they are sometimes too shy.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presented conclusion and suggestion, based on the data analysis and the findings of the previous chapter.

A. Conclusion

Based on the result of this research, the researcher found that the use observe and remember game is effective to improve students' vocabulary at the seventh grade of SMPN 1 Palopo. It is proved by means score between the students' pre-test and post-test, that mean score of post-test (82,5500) was higher than pre-test (45,1500). From the analysis, the researcher concluded that there was a significant difference between pre-test and post-test in improving students vocabulary by using observe and remember game. The result of statistical analysis for level of significance 0,05 with degree of freedom (df) = $N-1$, where (N) = 20, df = 19 the probability value was smaller than α ($0,00 < 0,05$). It indicated that the alternative hypothesis (H_1) was accepted and the null hypothesis (H_0) was rejected. It means that using observe and remember game was effective to improve students vocabulary.

B. Suggestion

Based on the result of this research, the researcher proposed suggestions as follows:

1. For English teachers:

- a. English teacher can apply observe and remember games in teaching vocabulary especially nouns as effective way to make the students easy to understand.
- b. English teacher have to be able create a situation during the teaching learning process in the classroom, so that the students will be interested in learning English .
- c. English teacher should be use model in the class like game, media, etc. so that the students will not bored during the teaching learning process.

2. For students:

It is suggested to practice their vocabularies regularly and know the meaning of the words. That will make them easier to understand what their teacher said and about the lesson. By learning vocabulary by using Observe and Remember, the students can take some new method to learn English with fun.

3. For the other researcher

This research gave the researcher an experience of conducting a teaching and learning research which basically important for the development of the researcher's competences. This research gave opportunity for the researcher to apply what had been earned from academic learning and gave contribution to solve real problem in the field. Moreover it will also give advantage to another researcher who takes the same topic to use this research as references to conduct the research.

Finally, the researcher realizes that this thesis is still far from being perfect. Because of that constructive critics and advises are really expected for the perfection of this thesis. The researcher hopes that the result of this research can be useful for the readers. It is expected to the readers will have more information about the other method to teaching and learning vocabulary.

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A P P E N D I C E S

Instrument of the Research

PRE-TEST

Name :

Class :

A. Multiple Choice

Choose the correct answer about things : in the classroom, in the kitchen, and in the bedroom from the option a,b,c,or d (Number 1- 16).

1. The Teacher writes the whiteboard using a _____
 - a. Pen.
 - b. Marker.
 - c. Paper.
 - d. Eraser.
2. The Teacher cleans the whiteboard using an _____
 - a. Rubber.
 - b. Glue.
 - c. Pen.
 - d. Eraser.
3. _____ is to keep books
 - a. Bookcase.
 - b. Book.
 - c. Paper
 - d. Pencil case.
4. We sweep the floor with _____
 - a. Floor.
 - b. Wall.
 - c. Broom.
 - d. Desk.
5. Ani Sharpens her pencil using _____
 - a. Pencil.
 - b. Pencil Case.
 - c. Sharpener.
 - d. Ruler.
6. I make tea in a _____
 - a. Bowl.
 - b. Plate.
 - c. Cup.
 - d. Glass.

7. My mom cooks the rice in the _____
- a. Rice cooker.
 - b. Oven.
 - b. Frying Pan.
 - d. Rice Box.
8. I need a _____ to fry an egg
- a. Oven.
 - b. Pan.
 - c. Frying pan.
 - d. Bowl.
9. I wash the dishes in the _____
- a. Sink.
 - b. Soap.
 - c. Cabinet.
 - d. Stove.
10. My mother keeps vegetables inside the _____
- a. Pan.
 - b. Cabinet.
 - c. Refrigerator.
 - d. Box.
11. I sleep at night on the _____
- a. Floor.
 - b. Bedroom.
 - c. Bed.
 - d. Sofa
12. I take my clothes in the _____
- a. Cupboard.
 - b. Table.
 - c. Mirror.
 - d. Chair.
13. I take my clothes in the _____
- a. Cupboard.
 - b. Table.
 - c. Mirror.
 - d. Chair.
14. I always make up in front of a _____
- a. Window.
 - b. Door.
 - c. Cupboard.
 - d. Mirror.
15. Blanket, pillow and mirror are things in the _____
- a. Classroom.
 - b. Bed.

c. Bedroom.

d. Livingroom.

16. Pillow,, blanket and mirror are things On the_____

a. Pillow case.

b. Bedroom.

c. Bed.

d. Bolster case.

B. Fiil in the Blank

Look at the sentence below than fill in the blank with the right words about public places and animals in the box.

a. Chicken

b. Market.

c. Library.

d. Giraffe

e. Bank.

f. Fish.

g. Lion.

h. Dog

i. Zoo.

j. Zebra.

k. Horse

l. Hospital.

m. School.

n. Cow.

o. Rabbit.

p. Post Office

1. My mother buys a new bag in the _____

2. We can see animals in the _____

3. If you want to save your money, you have to go to _____

4. He stole money in the bank, so he must be taken to _____

5. I always go to _____to read some books

6. My father is sick, so he goes to _____

7. I sent a letter to my sister in the _____

8. _____Is the animal can fly.

9. _____ Is the animal which live both on the ground and under water.

10. The _____live in the water.

11. The _____ produces milk for us to be drank.

12. The animal which have long neck is_____

13. The animal which have black and white stripes _____

14. The animals which lay eggs is _____

POST-TEST

Name :

Class :

C. Multiple Choice

Choose the correct answer about things : in the classroom, in the kitchen, and in the bedroom from the option a,b,c,or d (Number 1- 16).

1. Randi writes in the book using a _____.
 - a. Pen.
 - b. Marker.
 - c. Paper.
 - d. Eraser.
2. The Teacher writes the text in the a _____.
 - a. Rubber.
 - b. Board.
 - c. Pen.
 - d. Eraser.
3. _____ is to keep pencil.
 - a. Bookcase.
 - b. Book.
 - c. Paper
 - d. Pencil case.
4. We sweep the floor with _____.
 - a. Floor.
 - b. Wall.
 - c. Broom.
 - d. Desk.
5. Ani Sharpens her pencil using _____.
 - a. Pencil.
 - b. Pencil Case.
 - c. Sharpener.
 - d. Ruler.
6. I make a tea in the _____.
 - a. Bowl.
 - b. Plate.
 - c. Cup.
 - d. Glass.
7. My mom cooks the rice in the _____.
 - a. Rice cooker.
 - b. Oven.

b. Frying Pan. d. Rice Box.

8. I need a _____ to fry an egg

a. Oven. b. Pan.
c. Frying pan. d. Bowl.

9. I wash the dishes in the _____

a. Sink. b. Soap.
c. Cabinet. d. Stove.

10. My mother keeps vegetables into the _____

a. Pan. b. Cabinet.
c. Refrigerator. d. Box.

11. I chop the vegetables with the _____

a. Knife. b. Spoon.
c. Bowl. d. Pan.

12. I sleep at night on the _____

a. Floor. b. Bedroom.
c. Bed. d. Sofa.

13. I take my clothes in the _____

a. Cupboard. b. Table.
c. Mirror. d. Chair.

14. I always make up in front of a _____

a. Window. b. Door.
c. Cupboard. d. Mirror.

15. Blanket, pillow, and mirror are things in the _____

a. Classroom. b. Bed.
c. Bedroom. d. Living room.

16. Pillow, blanket, and bolster are things on the _____

a. Pillow case. b. Bedroom.

c. Bed.

d. Bolster case.

D. Fiil in the Blank

Look at the sentence below than fill in the blank with the right words about public places and animals in the box.

b. Chicken	b. Market.	c. Bookstore.	d. Giraffe
e. Bank.	f. Fish.	g. Lion.	h. Dog
i. Zoo.	j. Zebra.	k. Horse	l. Hospital.
m. School.	n. Cow.	o. Rabbit.	p. Post Office
q. Frog.	r. Mosque	s. Bird.	t. Police Station

1. My mother buys a new bag in the _____
2. We can see animals in the _____
3. If you want to save your money, you have to go to _____
4. He stole money in the bank, so he must be taken to _____
5. I go to _____ to buy some books
6. My father is sick, so he goes to _____
7. I sent a letter to my sister in the _____
8. _____ Is the animal can fly.
9. _____ Is the animal which live both on the ground and under water.
10. The _____ live in the water.
11. The _____ produces milk for us to be drank.
12. The animal which have long neck is _____
13. The animal which have black and white stripes _____
14. The animals which lay eggs is _____

Lesson Plan

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah : SMPN 1 Palopo
Mata Pelajaran : Bahasa Inggris
Pertemuan : Pertama
Topik/Tema : Noun
Materi : The names of the Things in the Classroom
Kelas/Semester : VII/Ganjil
Waktu : 2 x40 menit

A. Kompetensi Dasar

- Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait nama binatang, benda, dan bangunan publik yang dekat dengan kehidupan peserta didik sehari-hari, sesuai dengan konteks penggunaannya.

B. Indikator Pencapaian Kompetensi

- Mengidentifikasi nama binatang, benda, dan bangunan publik yang dekat dengan kehidupan peserta didik sehari-hari
- Menyebutkan nama binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa.

C. Materi Pembelajaran

- Mengidentifikasi dan menyebutkan **The names of the Things in the Classroom.**

D. Metode Pembelajaran

- Games Observe and Remember
- Diskusi kelompok
- Tanya jawab

E. Langkah-langkah

a. Kegiatan awal 10 menit

Orientasi

- Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran
- Memeriksa kehadiran peserta didik sebagai sikap disiplin
- Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran.

Apersepsi

- Mengaitkan *materi/tema/kegiatan* pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan *materi/tema/kegiatan* sebelumnya
- Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan

Motivasi

- Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari.
- Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung

b. Kegiatan inti (core) 60 menit

- Peserta didik diberi motivasi atau rangsangan untuk memusatkan perhatian pada topik
- Guru membagi siswa sampai beberapa group
- siswa mendengarkan penjelasan tentang Observe and Remember Games
- Guru memperlihatkan gambar kepada siswa
- Siswa di minta untuk mengamati gambar yang di perlihatkan oleh guru
- Siswa menulis vocabulary benda yang terdapat pada gambar di buku masing-masing.
- Guru menyuruh siswa untuk menutup masing-masing bukunya
- Guru memberikan soal latihan kepada siswa
- Siswa yang mengangkat tangan tercepat diberikan kesempatan untuk menjawab soal yang diberikan

- Guru memberikan poin kepada siswa /group yang menjawab dengan benar.. Jika salah, guru memilih salah satu dari siswa yang mengangkat tangan tercepat . jika jawaban benar maka akan diberikan poin.
- Grup yang memiliki poin tertinggi dianggap sebagai pemenang.

c. Kegiatan akhir (closing) 10 menit

- Guru menanyakan kesulitan Siswa tentang mempelajari kosakata yang berkaitan dengan **"the names of the things in the classroom"** .
- Siswa diminta membuat kesimpulan pembelajaran pada pertemuan ini.

d. Penutup

- Siswa diberikan tugas pekerjaan rumah
- Do'a

F. Sumber/Media Pembelajaran

- Kertas bergambar
- Buku
- Spidol
- Papan tulis

G. Prosedur/Jenis penilaian

- Test tertulis
- Pengamatan

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah : SMPN 1 Palopo
Mata Pelajaran : Bahasa Inggris
Pertemuan : Kedua
Topik/Tema : Noun
Materi : The names of the Things in the Bedroom
Kelas/Semester : VII/Ganjil
Waktu : s2 x40 menit

A. Kompetensi Dasar

- Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait nama binatang, benda, dan bangunan publik yang dekat dengan kehidupan peserta didik sehari-hari, sesuai dengan konteks penggunaannya.

B. Indikator Pencapaian Kompetensi

- Mengidentifikasi nama binatang, benda, dan bangunan publik yang dekat dengan kehidupan peserta didik sehari-hari
- Menyebutkan nama binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa.

C. Materi Pembelajaran

- Mengidentifikasi dan menyebutkan **The Names of the Things in the Bedroom.**

D. Metode Pembelajaran

- Games Observe and Remember
- Diskusi kelompok
- Tanya jawab

E. Langkah-langkah

1. Kegiatan awal 10 menit

Orientasi

- Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran
- Memeriksa kehadiran peserta didik sebagai sikap disiplin
- Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran.

Apersepsi

- Mengaitkan *materi/tema/kegiatan* pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan *materi/tema/kegiatan* sebelumnya
- Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan

Motivasi

- Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari.
- Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung

2. Kegiatan inti (core) 60 menit

- Peserta didik diberi motivasi atau rangsangan untuk memusatkan perhatian pada topik
- Guru membagi siswa sampai beberapa group
- siswa mendengarkan penjelasan tentang Observe and Remember Games
- Guru memperlihatkan gambar kepada siswa
- Siswa di minta untuk mengamati gambar yang di perlihatkan oleh guru
- Siswa menulis vocabulary benda yang terdapat pada gambar di buku masing-masing.
- Guru menyuruh siswa untuk menutup masing-masing bukunya
- Guru memberikan soal latihan kepada siswa
- Siswa yang mengangkat tangan tercepat diberikan kesempatan untuk menjawab soal yang diberikan

- Guru memberikan satu poin kepada siswa yang menjawab dengan benar..
Jika salah, guru memilih salah satu dari siswa yang mengangkat tangan tercepat . jika jawaban benar maka akan diberikan poin.
 - Siswa yang memiliki poin tertinggi dianggap sebagai pemenang.
3. Kegiatan akhir (closing) 10 menit
- Guru menanyakan kesulitan Siswa tentang mempelajari kosakata yang berkaitan dengan **"the names of the things in the bedroom"** .
 - Siswa diminta membuat kesimpulan pembelajaran pada pertemuan ini.
4. Penutup
- Siswa diberikan tugas pekerjaan rumah
 - Do'a
5. Sumber/Media Pembelajaran
- Kertas bergambar
 - Buku
 - Spidol
 - Papan tulis
6. Prosedur/Jenis penilaian
- Test tertulis
 - Pengamatan

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah : SMPN 1 Palopo
Mata Pelajaran : Bahasa Inggris
Pertemuan : Ketiga
Topik/Tema : Noun
Materi : The names of the Things in the Kitchen
Kelas/Semester : VII/Ganjil
Waktu : 2 x40 menit

A. Kompetensi Dasar

- Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait nama binatang, benda, dan bangunan publik yang dekat dengan kehidupan peserta didik sehari-hari, sesuai dengan konteks penggunaannya.

B. Indikator Pencapaian Kompetensi

- Mengidentifikasi nama binatang, benda, dan bangunan publik yang dekat dengan kehidupan peserta didik sehari-hari
- Menyebutkan nama binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa.

C. Materi Pembelajaran

- Mengidentifikasi dan menyebutkan **The Names of the Things in the Kitchen.**

D. Metode Pembelajaran

- Games Observe and Remember
- Diskusi kelompok
- Tanya jawab

E. Langkah-langkah

1. Kegiatan awal 10 menit

Orientasi

- Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran
- Memeriksa kehadiran peserta didik sebagai sikap disiplin
- Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran.

Apersepsi

- Mengaitkan *materi/tema/kegiatan* pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan *materi/tema/kegiatan* sebelumnya
- Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan

Motivasi

- Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari.
- Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung

2. Kegiatan inti (core) 60 menit

- Peserta didik diberi motivasi atau rangsangan untuk memusatkan perhatian pada topik
- Guru membagi siswa sampai beberapa group
- siswa mendengarkan penjelasan tentang Observe and Remember Games
- Guru memperlihatkan gambar kepada siswa
- Siswa di minta untuk mengamati gambar yang di perlihatkan oleh guru
- Siswa menulis vocabulary benda yang terdapat pada gambar di buku masing-masing.
- Guru menyuruh siswa untuk menutup masing-masing bukunya
- Guru memberikan soal latihan kepada siswa
- Siswa yang mengangkat tangan tercepat diberikan kesempatan untuk menjawab soal yang diberikan

- Guru memberikan satu poin kepada siswa yang menjawab dengan benar..
Jika salah, guru memilih salah satu dari siswa yang mengangkat tangan tercepat . jika jawaban benar maka akan diberikan poin.
 - Siswa yang memiliki poin tertinggi dianggap sebagai pemenang.
3. Kegiatan akhir (closing) 10 menit
- Guru menanyakan kesulitan Siswa tentang mempelajari kosakata yang berkaitan dengan **"the names of the things in the kitchen"** .
 - Siswa diminta membuat kesimpulan pembelajaran pada pertemuan ini.
4. Penutup
- Siswa diberikan tugas pekerjaan rumah
 - Do'a
5. Sumber/Media Pembelajaran
- Kertas bergambar
 - Buku
 - Spidol
 - Papan tulis
6. Prosedur/Jenis penilaian
- Test tertulis
 - Pengamatan

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah : SMPN 1 Palopo
Mata Pelajaran : Bahasa Inggris
Pertemuan : Keempat (4)
Topik/Tema : Noun
Materi : Public Places
Kelas/Semester : VII/Ganjil
Waktu : 2 x40 menit

A. Kompetensi Dasar

- Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait nama binatang, benda, dan bangunan publik yang dekat dengan kehidupan peserta didik sehari-hari, sesuai dengan konteks penggunaannya.

B. Indikator Pencapaian Kompetensi

- Mengidentifikasi nama binatang, benda, dan bangunan publik yang dekat dengan kehidupan peserta didik sehari-hari
- Menyebutkan nama binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa.

C. Materi Pembelajaran

- Mengidentifikasi dan menyebutkan **Public Places**.

D. Metode Pembelajaran

- Games Observe and Remember
- Diskusi kelompok
- Tanya jawab

E. Langkah-langkah

1. Kegiatan awal 10 menit

Orientasi

- Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran
- Memeriksa kehadiran peserta didik sebagai sikap disiplin
- Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran.

Apersepsi

- Mengaitkan *materi/tema/kegiatan* pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan *materi/tema/kegiatan* sebelumnya
- Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan

Motivasi

- Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari.
- Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung

7. Kegiatan inti (core) 60 menit

- Peserta didik diberi motivasi atau rangsangan untuk memusatkan perhatian pada topik
- Guru membagi siswa sampai beberapa group
- siswa mendengarkan penjelasan tentang Observe and Remember Games
- Guru memperlihatkan gambar kepada siswa
- Siswa di minta untuk mengamati gambar yang di perlihatkan oleh guru
- Siswa menulis vocabulary benda yang terdapat pada gambar di buku masing-masing.
- Guru menyuruh siswa untuk menutup masing-masing bukunya
- Guru memberikan soal latihan kepada siswa
- Siswa yang mengangkat tangan tercepat diberikan kesempatan untuk menjawab soal yang diberikan

- Guru memberikan satu poin kepada siswa yang menjawab dengan benar..
Jika salah, guru memilih salah satu dari siswa yang mengangkat tangan tercepat . jika jawaban benar maka akan diberikan poin.
- Siswa yang memiliki poin tertinggi dianggap sebagai pemenang.

8. Kegiatan akhir (closing) 10 menit

- Guru menanyakan kesulitan Siswa tentang mempelajari kosakata yang berkaitan dengan **“Public Places”** .
- Siswa diminta membuat kesimpulan pembelajaran pada pertemuan ini.

9. Penutup

- Siswa diberikan tugas pekerjaan rumah
- Do'a

2. Sumber/Media Pembelajaran

- Kertas bergambar
- Buku
- Spidol
- Papan tulis

3. Prosedur/Jenis penilaian

- Test tertulis
- Pengamatan

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah : SMPN 1 Palopo
Mata Pelajaran : Bahasa Inggris
Pertemuan : kelima (5)
Topik/Tema : Noun
Materi : Animals
Kelas/Semester : VII/Ganjil
Waktu : 2 x40 menit

A. Kompetensi Dasar

- Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait nama binatang, benda, dan bangunan publik yang dekat dengan kehidupan peserta didik sehari-hari, sesuai dengan konteks penggunaannya.

B. Indikator Pencapaian Kompetensi

- Mengidentifikasi nama binatang, benda, dan bangunan publik yang dekat dengan kehidupan peserta didik sehari-hari
- Menyebutkan nama binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa.

C. Materi Pembelajaran

- Mengidentifikasi dan menyebutkan “ **Animals**”.

D. Metode Pembelajaran

- Games Observe and Remember
- Diskusi kelompok
- Tanya jawab

E. Langkah-langkah

1. Kegiatan awal 10 menit

Orientasi

- Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran
- Memeriksa kehadiran peserta didik sebagai sikap disiplin
- Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran.

Apersepsi

- Mengaitkan *materi/tema/kegiatan* pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan *materi/tema/kegiatan* sebelumnya
- Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan

Motivasi

- Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari.
- Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung

2. Kegiatan inti (core) 60 menit

- Peserta didik diberi motivasi atau rangsangan untuk memusatkan perhatian pada topik
- Guru membagi siswa sampai beberapa group
- siswa mendengarkan penjelasan tentang Observe and Remember Games
- Guru memperlihatkan gambar kepada siswa
- Siswa di minta untuk mengamati gambar yang di perlihatkan oleh guru
- Siswa menulis vocabulary benda yang terdapat pada gambar di buku masing-masing.
- Guru menyuruh siswa untuk menutup masing-masing bukunya
- Guru memberikan quiz kepada siswa
- Siswa yang mengangkat tangan tercepat diberikan kesempatan untuk menjawab soal yang diberikan

- Guru memberikan poin kepada siswa / grup yang menjawab dengan benar.. Jika salah, guru memilih salah satu dari siswa yang mengangkat tangan tercepat . jika jawaban benar maka akan diberikan poin.
 - Grup yang memiliki poin tertinggi dianggap sebagai pemenang.
3. Kegiatan akhir (closing) 10 menit
- Guru menanyakan kesulitan Siswa tentang mempelajari kosakata yang berkaitan dengan “**Animals**”.
 - Siswa diminta membuat kesimpulan pembelajaran pada pertemuan ini.
4. Penutup
- Siswa diberikan tugas pekerjaan rumah
 - Do'a
5. Sumber/Media Pembelajaran
- Kertas bergambar
 - Buku
 - Spidol
 - Papan tulis
6. Prosedur/Jenis penilaian
- Test tertulis
 - Pengamatan

Pictures

Things in the Classroom



(<https://inggrid.blogspot.com/2013/01/coretan-modul-vocabulary-things-in.htm?m=1>)

Things in the bedroom



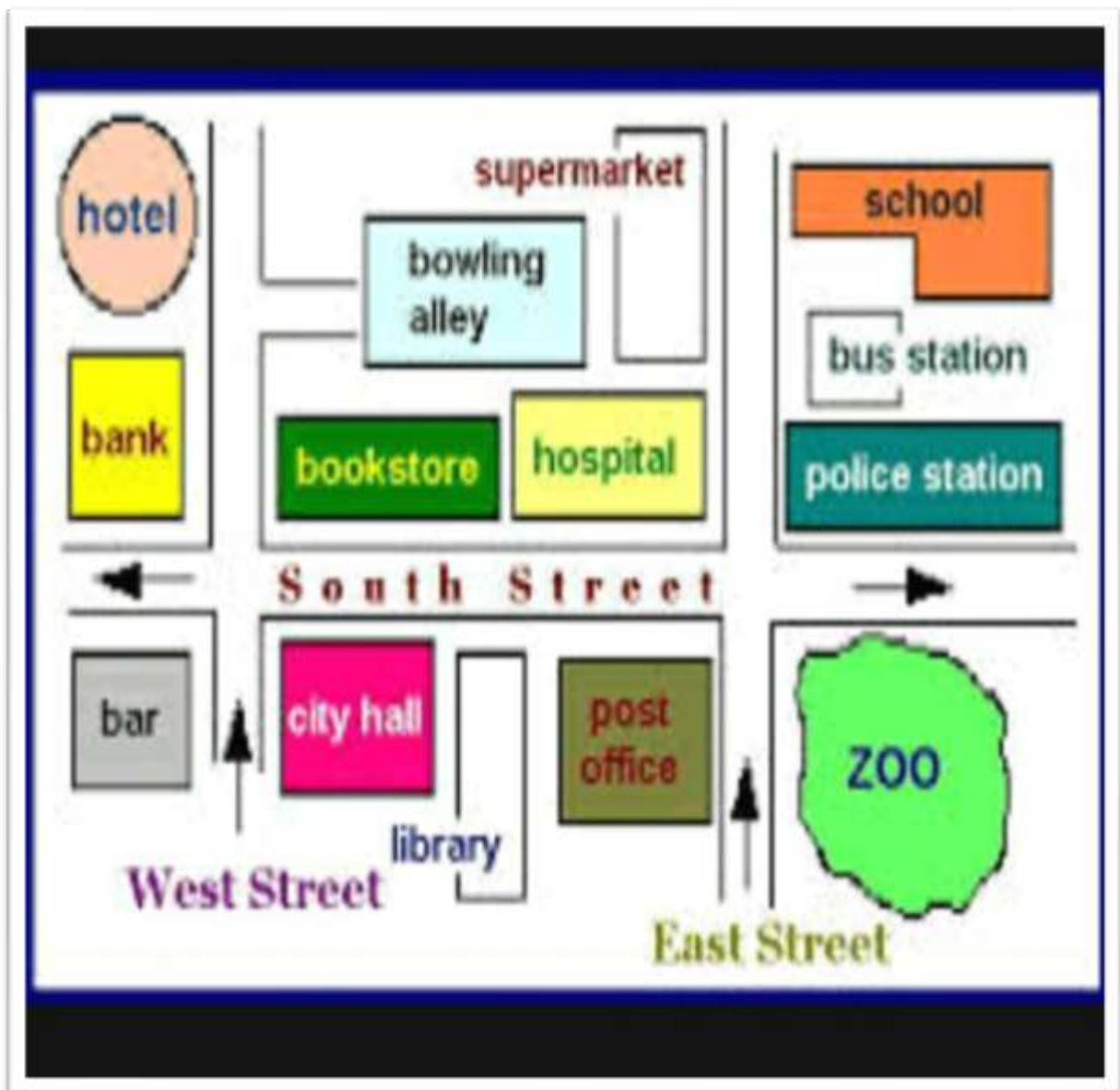
(<https://amp-sederet-com.cdn.ammpoject.org/v/samp.sederet.com/tutorial/vocabulary-bedroom-kamar-tidur>)

Things in the Kitchen



(<https://inggrisd.blogspot.com/2013/01/coretan-modul-vocabulary-things-in-kitchen.htm?m=1>)

Public Places



Animals



**THE RESULT REVISION OF RESULT SEMINAR ENGLISH STUDY PROGRAM OF TARBIYAH FACULTY STATE ISLAMIC INSTITUTE
(IAIN) PALOPO**

Title of thesis : The Use of Observe and Remember Game in Teaching Vocabulary to the Seventh Grade
Students of SMPN 1 Palopo
Name : Sulviayana Ramli
Reg.Number : 14.16.3.0139
Chairman of session : Amaliah Yahya, S.E., M.Hum

	Name	Signature
Consultant I	: Wisran, S.S., M.Pd	
Consultant II	: Amaliah Yahya, S.E., M.Hum	
Examiner I	: Wahibah, S.Ag., M.Hum	
Examiner II	: Akbar, S.Pd.I., M.Ed	

Num	Examiners / consultants	Suggestion	Page before revision	Result of revision	Page after revision	Done/Not done
1	Wahibah, S.Ag., M.Hum	<ul style="list-style-type: none"> Consistency about title Add some explanation in Problem Statement Grammatical errors in scope of the research Need more explanation about content word Ungrammatical sentence 	<p>3</p> <p>5</p> <p>15</p>	<ul style="list-style-type: none"> The title have been fixed Some explanation have been added The grammatical errors have been fixed More explanation have been added The ungrammatical sentence have been 	<p>3</p> <p>5</p> <p>16</p>	Done

		<ul style="list-style-type: none"> • Add some explanation about your method 	30	fixed		
		<ul style="list-style-type: none"> • Add some theories related to your research 	20	<ul style="list-style-type: none"> • Some explanation have been added • Some explanation have been added 	31 23	Done
2	Akbar, S.Pd.I., M.Ed	<ul style="list-style-type: none"> • Grammatical errors from the title of the research • Conclusion base on Problem Statement • Ungrammatical sentence • Add the different and similarity between previous of the research • Add the difference between dependent and independent variable • Giving an explanation more detail about: <ol style="list-style-type: none"> 1. population and sample 2. instrument of the research 3. Procedure of collecting data 	3 6 29 29 30 30	<ul style="list-style-type: none"> • Grammatical errors have been fixed • The conclusion Have been fixed • The ungrammatical sentence have been fixed • The different and similarity between previous of the research have been added • The difference between dependent and independent variable have been added • Some explanation have been added. Such as: <ol style="list-style-type: none"> 1. population and sample 2. instrument of the research 3. Procedure of collecting data • Some points have been 	3 6 30 30 31 31	Done

		<ul style="list-style-type: none"> There were some points that had to changes into paragraph. Such as: <ol style="list-style-type: none"> Variable of the research Population and sample Instrument of the data Procedure of collecting data 	29 29 30 30	changed into paragraph. Such as: <ol style="list-style-type: none"> Variable of the research Population and sample Instrument of the data Procedure of collecting data 	30 30 31 31	Done
3	Wisran, S.S., M.Pd					
4	Amaliah Yahya, S.E., M.Hum	<ul style="list-style-type: none"> Misspelling words and ungrammatical sentence Add some explanation about your method 	30	<ul style="list-style-type: none"> Misspelling words and ungrammatical sentence have been fixed Some explanation have been added 	31	Done



KEMENTRIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI (IAIN) PALOPO
PROGRAM MATRIKULASI

Jl. Agatis Telp. 0471-22076 Fax 0471-325195 Kota Palopo

SURAT KETERANGAN

Nomor: In.19/PP.00.9/666/2018

Yang bertanda tangan di bawah ini Pengelola Program Matrikulasi IAIN Palopo, menerangkan dengan sebenarnya bahwa:

Nama : Sulviyana Ramli
NIM : 14 16 3 0139
Jurusan : Bahasa Inggris
Tahun Akademik : 2014

Benar telah mengikuti secara aktif perkuliahan Program Matrikulasi IAIN Palopo dan telah mengikuti ujian serta dinyatakan lulus pada semua mata kuliah Program Matrikulasi semester 1 dan 2 Tahun Akademik ~~2014~~ /... 2015.

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk digunakan seperlunya.


Palopo, 20 September 2018
Pengelola Program Matrikulasi
Mawardi, S.Ag., M.Pd.I.
NIP. 19680802 199703 1 001



**FAKULTAS TARBIYAH DAN ILMU KEGURUAN
PROGRAM STUDI TADRIS BAHASA INGGRIS**

Jl. Agatis Telp. 0471-22076 Fax. 0471- 325195 Kota Palopo
E-mail : stainplp@indosat.net.id

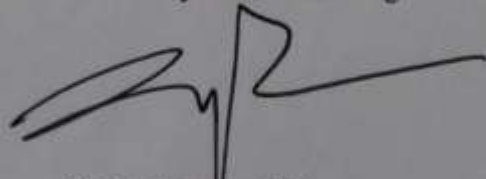
SURAT KETERANGAN

Yang bertanda tangan di bawah ini menerangkan bahwa mahasiswa yang tersebut namanya di bawah ini telah mampu membaca Al-Qur'an dan dapat dipertanggungjawabkan

Nama : Sulviayana Ramli
Nim : 14.16.3.0139
Program Studi : Tadris Bahasa Inggris
Fakultas : Fakultas Tarbiyah dan Ilmu Keguruan
Alamat / No. HP : Rampoang / 085 342 500 027


Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

a.n. Dekan
Wakil Dekan I
Fak. Tarbiyah dan Ilmu Keguruan



Dr. Muhaemin, M.A
NIP. 19790203 200501 1 006

Palopo, 09 Oktober 2018
Ketua Prodi
Tadris Bahasa Inggris



Amalia Yahya, S.E., M.Hum
NIP. 19771013 200501 2006



PEMERINTAH KOTA PALOPO
DINAS PENDIDIKAN
SMP NEGERI 1 PALOPO

Alamat : Jl. Andi Pangerang No.2 Palopo Sulawesi Selatan Telp.0471-21058 Fax.0471-21058
Website : <http://www.smpn1-palopo.com> email: http://mail.smpn1_plp@yahoo.co.id

SURAT IZIN

Nomor : 868/173/SMP.01/IX/2018

1. Yang bertanda tangan dibawah ini :

a. Nama : SUWARNITA SAGO GANI, SE.MM
b. Nip : 19781011 200502 2 003
c. Pangkat/Gol. : Pembina Tk. I., IV/b
d. Jabatan : Plt.Kepala SMP Negeri 1 Palopo

Dengan ini menerangkan bahwa :

a. Nama : SULVIAYANA RAMLI
b. NIM : 14.16.3.0139
c. Pekerjaan : Mahasiswa

2. Memberi izin untuk mengadakan penelitian di SMP Negeri 1 Palopo dalam rangka penulisan Skripsi dengan lama penelitian dari Tanggal 13 September s.d 13 Oktober 2018.
3. Demikian Surat izin ini dibuat untuk dipergunakan sebagaimana mestinya.

Palopo, 17 September 2018

Plt. Kepala Sekolah,



SUWARNITA SAGO GANI, SE.MM
Pangkat : Pembina
NIP. 19781011 200502 2 003



**PEMERINTAH KOTA PALOPO
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Alamat : Jl. Andi Pangerang No.2 Palopo Sulawesi Selatan Telp. 0471-21058 Fax. 0471-21058
Website : <http://www.smp1palopo.sch.id> email: csmp1palopo@indonesiainet.com

SURAT KETERANGAN

Nomor : 868/150/SMP.01/XI/2018

Yang bertanda tangan dibawah ini :

Nama : SUWARNITA SAGO GANI, SE., MM
NIP : 19781011 200502 2 009
Pangkat/Gol. : Pembina Tk. I, IV/a
Jabatan : Plt. Kepala Sekolah

Dengan ini menerangkan bahwa :

Nama : SULVIAYANA RAMLI
Jenis Kelamin : Perempuan
Alamat : Dsn. Mariri Kab. Luwu Utara
Pekerjaan : Mahasiswi
NIM : 14.16.3.0139

Bahwa yang bersangkutan telah melaksanakan penelitian pada SMP Negeri 1 Palopo pada tanggal 13 September s.d 13 Oktober 2018 dengan judul **"THE USE OBSERVE AND REMEMBER GAMES IN TEACHING STUDENTS VOCABULARY SKILL AT SEVENTH GRADE OF SMP NEGERI 1 PALOPO"**.

Demikian Surat Keterangan ini dibuat dan diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya

Palopo, 8 November 2018
Plt. Kepala Sekolah,

SUWARNITA SAGO GANI, SE.,MM
Pangkat : Pembina Tk.I
NIP. 19781011 200502 2 009

DOCUMENTATION

Pre-test



Treatment





Nama kelompok:

1. Muh. Fathir Ridha
2. Muh. Asril Syaputra IRAWAN
3. A. Aqila Nurul Khalida
4. Delstri Giani Sabrina
5. Hilyah an' umillah

Things in the Class:

1. A floor
2. A Book
3. A Board
4. A Door
5. A window
6. A globe
7. A wall
8. A Air Conditioner
- 9.

Things in the Bedroom

1. A mirror
2. A pillow

Things in the kitchen

1. ~~Rice~~ Rice cooker
2. ~~to fry~~ fry inge
a pan

Things in the class

1. a clock
2. a globe
3. a picture
4. a book
5. a floor
6. a chair
7. a window
8. a desk
9. a board
10. a cupboard

Things in the bedroom

1. a mirror
2. a bolster
3. a blanket

Pre-test

PRE-TEST

Name: Matt TOLLY W. MUYA

Class: VIC 7C

A. Multiple Choice

Choose the correct answer about things : in the classroom, in the kitchen, and in the bedroom from the option a,b,c, or d (Number 1- 16).

- The Teacher writes the whiteboard using a _____.
 a. Pen ☒ b. Marker ☒
 c. Paper ☐ d. Eraser ☒
- The Teacher cleans the whiteboard using an _____.
 a. Rubber ☐ b. Cloth ☒
 c. Pen ☒ d. Eraser ☒
- _____ is to keep books.
 a. Bookcase ☐ b. Book ☒
 c. Paper ☒ d. Pencil case ☒
- We sweep the floor with _____.
 a. Floor ☒ b. Wall ☐
 c. Broom ☐ d. Desk ☒
- Ann Sharpens her pencil using _____.
 a. Pencil ☐ b. Pencil Case ☐
 c. Sharpener ☒ d. Ruler ☒
- I make tea in a _____.
 a. Bowl ☒ b. Plate ☐
 c. Cup ☐ d. Glass ☒

PRE-TEST

Name: A. Nola Noel KRODO

Class: VIC

A. Multiple Choice

Choose the correct answer about things : in the classroom, in the kitchen, and in the bedroom from the option a,b,c, or d (Number 1- 16).

- The Teacher writes the whiteboard using a _____.
 a. Pen ☒ b. Marker ☒
 c. Paper ☐ d. Eraser ☒
- The Teacher cleans the whiteboard using an _____.
 a. Rubber ☐ b. Cloth ☒
 c. Pen ☒ d. Eraser ☒
- _____ is to keep books.
 a. Bookcase ☒ b. Book ☒
 c. Paper ☐ d. Pencil case ☒
- We sweep the floor with _____.
 a. Floor ☒ b. Wall ☐
 c. Broom ☐ d. Desk ☒
- Ann Sharpens her pencil using _____.
 a. Pencil ☐ b. Pencil Case ☐
 c. Sharpener ☒ d. Ruler ☒
- I make tea in a _____.
 a. Bowl ☐ b. Plate ☐
 c. Cup ☐ d. Glass ☒

$\frac{13}{30} \times 100 = 63,33$

Post-test

POST-TEST

Name : Aditya Dhanu, R. A.
Class : IX

A. Multiple Choice
Choose the correct answer about things : in the classroom, in the kitchen, and in the bedroom from the option a, b, c, or d (Number 1- 10).

1. Rani writes in the book using a _____.
 a. Pen. ☒ b. Marker. ☐
 c. Paper. ☐ d. Eraser. ☒
2. The Teacher writes the text in the a _____.
 a. Rubber. ☐ b. Board. ☒
 c. Pen. ☐ d. Eraser. ☒
3. _____ is to keep pencil.
 a. Bookcase. ☐ b. Desk. ☐
 c. Paper. ☒ d. Pencil case. ☒
4. We sweep the floor with _____.
 a. Floor. ☐ b. Wall. ☒
 c. Broom. ☒ d. Desk. ☐
5. Ani Sharpens her pencil using _____.
 a. Pencil. ☐ b. Pencil Case. ☐
 c. Sharpener. ☒ d. Ruler. ☒
6. I make a tea in the _____.
 a. Bowl. ☐ b. Plate. ☐
 c. Cup. ☒ d. Glass. ☒

$$\frac{23 \times 100}{30} = 76,66$$

POST-TEST

Name : ROSAVA KALA
Class : XII C

A. Multiple Choice
Choose the correct answer about things : in the classroom, in the kitchen, and in the bedroom from the option a, b, c, or d (Number 1- 10).

1. Rani writes in the book using a _____.
 a. Pen. ☒ b. Marker. ☐
 c. Paper. ☐ d. Eraser. ☒
2. The Teacher writes the text in the a _____.
 a. Rubber. ☐ b. Board. ☒
 c. Pen. ☐ d. Eraser. ☒
3. _____ is to keep pencil.
 a. Bookcase. ☐ b. Desk. ☐
 c. Paper. ☒ d. Pencil case. ☒
4. We sweep the floor with _____.
 a. Floor. ☐ b. Wall. ☒
 c. Broom. ☒ d. Desk. ☐
5. Ani Sharpens her pencil using _____.
 a. Pencil. ☐ b. Pencil Case. ☐
 c. Sharpener. ☒ d. Ruler. ☒
6. I make a tea in the _____.
 a. Bowl. ☐ b. Plate. ☒
 c. Cup. ☒ d. Glass. ☒

$$\frac{26 \times 100}{30} = 86,66$$



AUTOBIOGRAPHY



The researcher, Sulviayana Ramli was born on 13rd April 1996 in Salulemo, Masamba city, South Sulawesi. She is the fourth daughter of Ramli and Ecce and she has two brothers and three sisters.

She started her education at SDN 038 Salulemo in 2002 and graduated in 2008. In the same year, she continued her study in SMPN 3 Baebunta and graduated in 2011. Then, she continued her study at SMAN 1 Masamba and finally she graduated in 2014.

After graduated from senior high school, In the same year, she continued her study at IAIN Palopo, she took English Education Department and she finished her study in 2019.